



IND 4226 ADVANCED ARCHITECTURAL INTERIORS 2

UNIVERSITY OF FLORIDA
COLLEGE OF DESIGN, CONSTRUCTION AND PLANNING
DEPARTMENT OF INTERIOR DESIGN
Spring 2021

SYLLABUS

6 credits

Location: online & ARCH 314 & 416
Meeting times: M/W/F (8:30am – 11:30am)
Website: <http://elearning.ufl.edu>

Studio Coordinators

Dr. Erin Cunningham ekc@ufl.edu Office 344 Arch
Office Hours: W 1:40 – 2:40pm; F 12:00 – 1:00pm (or by appointment)

Dr. Nam-Kyu Park npark@ufl.edu Office 354 ARCH 352-294-1437
Office Hours: M /W 11:30 – 12:30pm (or by appointment)

STUDIO INTENTIONS

Welcome to your final year of undergraduate studies in Interior Design at the University of Florida. Your studio instructors have organized a series of complex design experiences intended to expand your creative range as a designer and challenge your intellect as a budding professional. The class membership will be considered as a major source for experiential attitudes, design methodologies, and creative problem solving. The design challenges have been selected in order to provide a framework for invention, innovation, and cross-fertilization. Along with the establishment of user need and adherence to codes protecting public health, safety and welfare, a nurturing of creative spirit will be of primary concern.

COURSE OBJECTIVES

The two primary educational goals of the course are:

- 1) To understand the planning and execution of interior architecture as a participatory process that engages building users and other stakeholders to create appropriate spaces that support identified activities and needs while meeting psychological, physiological, aesthetic, and other needs.
- 2) To learn the skills required to undertake pre-design research and produce high-quality programming documents and schematic design proposals. The specific goals are derived from the 2018 Council for Interior Design Accreditation (CIDA) standards including, but not limited to, the following:

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Student Learning Expectations

a) Students are **aware** that building technology, materials, and construction vary according to geographic location.

Student work demonstrates **understanding** of:

b) how social, economic, and cultural contexts inform interior design.

c) how environmental responsibility informs the practice of interior design.

Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Student Learning Expectations

Student work demonstrates **understanding** of:

a) the impact of the built environment on human experience, behavior, and performance.

b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.

c) methods for gathering human-centered evidence.

Student work demonstrates the **ability** to:

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

e) apply human factors, ergonomics, and universal design principles to design solutions.

f) apply wayfinding techniques to design solutions.

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum.

Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.

Student work demonstrates the ability to **apply** knowledge and skills learned to:

b) solve progressively complex design problems.

c) identify and define issues relevant to the design problem.

d) execute the design process: pre-design, schematic design, and design development.

e) synthesize information to generate evidenced-based design solutions.

f) explore and iterate multiple ideas.

g) design original and creative solutions.

h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

Students are **able** to effectively:

- a) distill and visually communicate data and research.
- b) express ideas in oral communication.
- c) express ideas in written communication.
- d) express ideas developed in the design process through visual media: ideation drawings and sketches.
- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Standard 10. History and Theory

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Student Learning Expectations

Students **understand** significant movements, traditions, and theories in:

- f) Students **apply** precedents to inform design solutions.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduates are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

- a) Students **understand** the elements and principles of design, including spatial definition and organization.

Student work demonstrates the **ability** to:

- b) explore two- and three-dimensional approaches across a range of media types.

Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

a) Students are aware of the environmental impact of illumination strategies and decisions.

Students **understand**:

- b) the principles of natural and artificial lighting design.
- c) strategies for using and modulating natural light.
- d) Students competently select and apply luminaires and light sources.
- e) Students have awareness of a range of sources for information and research about color.
- f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates **understanding** of:

- g) color terminology.
- h) color principles, theories, and systems.
- i) color in relation to materials, textures, light, and form.

Student work demonstrates the **ability** to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions.
- l) use color solutions across different modes of design communication.

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Student Learning Expectations

Student work demonstrates **understanding** of:

e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.

f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

a) Students have **awareness** of the origins and intent of laws, codes, and standards.

Student work demonstrates **understanding** of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including:

- b) sustainable environment guidelines.
- d) movement: access to the means of egress including stairwells, corridors, exitways.

Students **apply**:

- g) industry-specific regulations and guidelines related to construction.
- h) industry-specific regulations and guidelines related to products and materials.
- i) federal, state/provincial, and local codes and guidelines.
- j) barrier-free and accessibility regulations and guidelines.

COURSE ORGANIZATION

Recommended Texts

None. Supplemental texts may be placed on Canvas eLearning course site.

Materials & Supply Fees

Note that this spring 2021, students are not paying any Materials & Supply Fees or Equipment Fees.

Course Communications

Class resources, announcements, updates, and assignments will be made available through Canvas. The preferred method of communication in this course is email. If you have any questions before the next class meeting, send it to both instructors via Canvas message or ufl email. Include course # in the email subject line. To meet the instructors during their office hours, you will need to schedule a specific time through e-mail.

Studio Grades

The final grade will be based on assigned exercises, class participation, mid-point review and final critiques for all projects. Detailed project evaluation and comment sheets will be distributed for each project.

Project 1: Hospitality – (Individual Project)	65%
Project 2: Portfolio – (Individual Project)	25%
Studio Exercises, Checkpoints, & Participation	10%
	100% Total

Grading Scale

Grade	%	Grade points	Grade	%	Grade points
A	93-100	4.0	C	73-76.9	2.0
A-	90-92.9	3.67	C-	70-72.9	1.67
B+	87-89.9	3.33	D+	67-69.9	1.33
B	83-86.9	3.0	D	63-66.9	1.0
B-	80-82.9	2.67	D-	60-62.9	.67
C+	77-79.9	2.33	E	0-59	0.0

For further information on UF's Grading Policy, see: <http://www.isis.ufl.edu/minusgrades.html>

Process Walls

All students are required to keep their process work updated with **Miro**. Each student will be asked to use not simply to display their work but to serve as their primary thinking space. Since the "process walls (Miro)" continuously morph, they give your instructors a daily measure of how the class is approaching the project; which helps them quickly target areas of need, focus classroom

discussions, and identify students that may require extra guidance and support. The process walls also energize the classroom, encouraging a culture of sharing, collaboration, and active ideation. We will also use the process walls (Miro) to conduct lightning critique sessions.

Work Products

All work produced in class is property of the University of Florida Department of Interior Design. Instructors may elect to keep samples of student work for CIDA accreditation purposes.

Course Technology

Access to and on-going use of a computer is required for all students. Course work will require use of a computer and a broadband connection to the Internet. In addition, students are required to have speakers and a webcam for some videoed assignments. For technology related issues the UF computing help desk can be reached at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

COURSE REQUIREMENTS

Students must actively engage in the design process and work individually, within groups, and with instructors throughout each project. The role of faculty members in this course is to coach, facilitate, and offer advice in reaction to work produced by the student designer/teams. To ensure student progress therefore it is essential that you complete the stated requirements for each design project plus all the associated tasks assigned by your instructors on the respective due dates and times.

Students must also:

- Attend class on time and have materials, drawing tools, and work at each class period.
- Complete daily assignments, work on projects outside of class time, and arrive at each class period prepared for class activities and for participation in them.
- Seek critiques from faculty and students on a consistent and regular schedule.
- Maintain a professional and respectful climate during zoom meetings and team work. Since this course is collaborative in nature, we expect students to be engaged with their zoom camera on while **maintaining professionalism** (e.g. Turn always Video On at each class period).

COURSE POLICIES

Attendance Policy

Three or more unexcused absences will result in the lowering of a student's final studio grade. Final studio grades will be lowered a letter-grade starting with the third unexcused absence. Each additional unexcused absence will further reduce the final grade by a letter-grade. Attendance at all studio reviews—including, but not limited to, the mid-project and final reviews is mandatory. Any student not attending a review, not contacting instructors and/or not producing a valid excuse will be penalized. **Instructors reserve the right to remove a student's project from a jury review if the work is deemed unfit.**

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Assignments

All assignments—complete or incomplete—must be turned in on the due date and will be graded as they stand. If a student's work is incomplete, the professors have the right to cancel that student's presentation to the design jury. Students who seek an alternative to this rule must attain written permission from instructors prior to the due date. The projects will be evaluated based on what is turned in at that time. **NO UNEXCUSED LATE WORK WILL BE ACCEPTED. LATE PROJECTS WILL BE GIVEN A FAILING GRADE.**

Make-up Policy

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide enough appropriate documentation for the absence will be given a reasonable period of time to make up the late work. Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Incomplete Grades

The criteria by which a student may receive an incomplete grade (I*) are described at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html#incomplete>. Please note that the instructor is not required to assign incomplete grades. It is at the instructor's discretion as to the extenuating circumstances that may warrant adequate excuse for not completing required course work.

Honor Code

All University of Florida students are expected to comply in full to the University of Florida Student Honor Code. This honor code details academic honesty expectations at the University of Florida. It is essential all students review this policy to understand the scope of these standards as well as the magnitude of infractions. It is each student's responsibility to read, understand, and follow these guidelines. All assessments (tests, quizzes, final exams, etc.), design studio projects, and any other assignments in UF's Interior Design Department are subject to Honor Code policy. Consequently, all instructors will strictly enforce the UF Honor Code in studio and classroom settings, which is the University of Florida's expectation as well as reflecting the profession of interior design's ethical standards. To review the honor code, visit: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

Special Honor Code Issues for Interior Design Students

It is common in design related fields to take inspiration from various sources. While we encourage inspiration from any source it is the responsibility of the student to always maintain a clear delineation between inspirations from **OTHER SOURCES** and **YOUR AUTHENTIC** work. This applies both to in process-work as well as final classroom deliverables. Any violations of this policy will be considered plagiarism.

COVID-19 Policies & Procedures

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

UF POLICIES

University Policy on Accommodating Students with Disabilities: "Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

University Policy on Academic Conduct: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Class Demeanor or Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Students must be respectful to one another, even when there are differing opinions. UF netiquette guidelines can be found at:

[Netiquette Guide for Online Courses](#)

Consequences might negatively affect an assignment grade, or for very severe cases, a report to the university administration.

Class Recording: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online course evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Getting Help

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132 (contact them in advance)

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Campus Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).



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CALENDAR
 Spring 2021

Week 1	M	T	W	R	F	weekend
January	11	12	13	14	15	16/17
in class:	Class starts Project 1		Desk Crit		Desk Crit	
due:						
assign:	Phase 1: Pre-Design Research					

Week 2	M	T	W	R	F	weekend
January	18	19	20	21	22	23/24
in class:	MLK— no class		Research Presentation		Phase 2A Desk Crit	
due:			Phase 1			
assign:			Phase 2A: Program, Concept, Brand, Massing			

Week 3	M	T	W	R	F	weekend
January	25	26	27	28	29	30/31
in class:	Desk Crit		Phase 2A Desk Crit		Pin-up Peer Review	
due:					Phase 2A	
assign:					Phase 2B: Design Development	

Week 4	M	T	W	R	F	weekend
February	1	2	3	4	5	6/7
in class:	Desk Crit Half of Class		Desk Crit Half of Class		Desk Crit Half of Class	
due:						
assign:						

Week 5	M	T	W	R	F	weekend
February	8	9	10	11	12	13/14
in class:	Desk Crit Half of Class		Desk Crit Half of Class		Desk Crit Half of Class	
due:						
assign:						

Week 6	M	T	W	R	F	Weekend
February	15	16	17	18	19	20/21
in class:	Desk Crit- Half of Class		Desk Crit- Half of Class		Desk Crit- Half of Class	
due:						
assign:						

Week 7	M	T	W	R	F	Weekend
Feb	22	23	24	25	26	27/28
in class:	Production Day		Production Day	Phase 2B: Design Development by 11:59pm in Canvas	Review w/juries	
due:						
assign:						

Week 8	M	T	W	R	F	Weekend
March	1	2	3	4	5	6/7
in class:	Desk Crit- Half of Class		Desk Crit- Half of Class		Desk Crit- Half of Class	
due:						
assign:						

Week 9	M	T	W	R	F	Weekend
March	8	9	10	11	12	13/14
in class:	Desk Crit- Half of Class		Desk Crit- Half of Class		Desk Crit- Half of Class	
due:						
assign:						

Week 10	M	T	W	R	F	Weekend
March	15	16	17	18	19	20/21
in class:	Design Communication		Design Communication		Design Communication	P1: Schematic Presentation Layout Due Sunday, 11:59pm in Canvas
due:						
assign:						

Week 11	M	T	W	R	F	Weekend
March	22	23	24	25	26	27/28
in class:	Presentation Layout review		Presentation Layout review		Presentation Layout review	Phase 3: Final Files by Sunday, 5:00pm in Canvas
due:						
assign:						

Week 12	M	T	W	R	F	Weekend
Mar/April	29	30	31	1	2	3/4
in class:	P1 Presentations w/ juries		P1 Presentations w/ juries		Give-back Day	
due:						
assign:						

Week 13	M	T	W	R	F	Weekend
April	5	6	7	8	9	10/11
in class:	Project 2: Portfolio		Desk Crits		Desk Crits	
due:						
assign:						

Week 14	M	T	W	R	F	Weekend
April	12	13	14	15	16	17/18
in class:	Desk Crits		Desk Crits		Production	
due:						
assign:						

Week 15	M	T	W	R	F	Weekend
April	19	20	21	22	23	24/25
in class:	Production		Last day of Studio Evacuation/Cleanout			
due:			Project 2: Portfolio Files Due by 11:59pm in Canvas			
assign:						